



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12931849
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

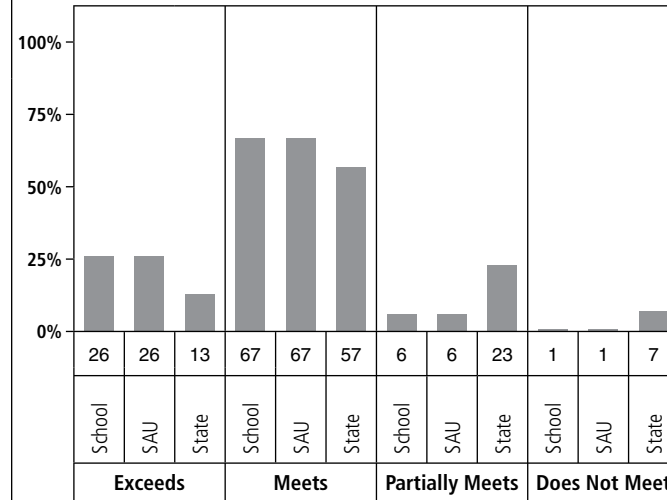
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

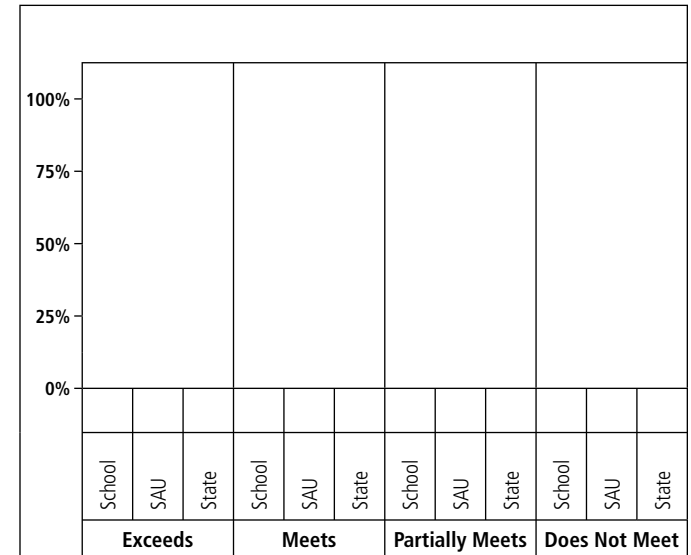
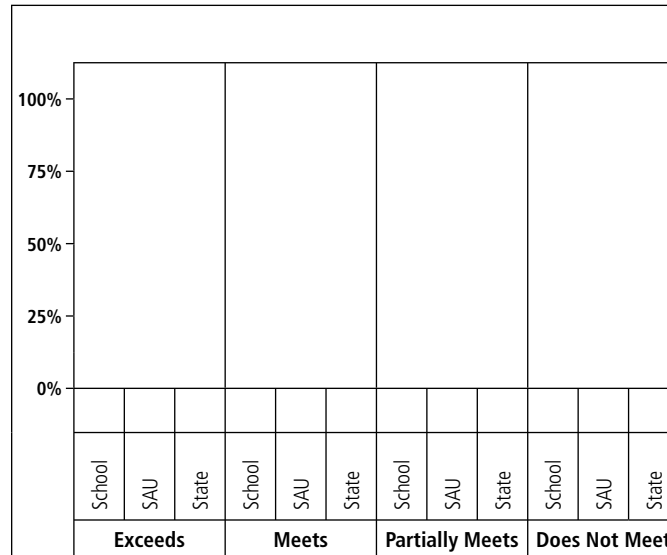
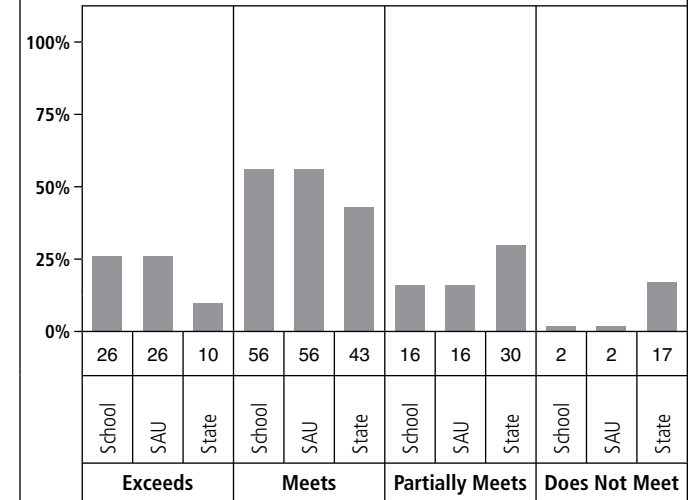
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	648	647	644
2006–2007	649	649	646
2007–2008	655	655	648
Cum. Avg. *	651	650	646
Mathematics			
2005–2006	645	645	641
2006–2007	648	648	643
2007–2008	653	653	642
Cum. Avg. *	648	648	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	106	100	106	100	14365	100	106	100	106	100	14266	99	106	100	106	100	14268	99												
Ethnicity African American/Black	1	1	1	1	418	3	1	100	1	100	407	97	1	100	1	100	413	99												
American Indian or Native Alaskan	1	1	1	1	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	2	2	2	2	249	2	2	100	2	100	249	100	2	100	2	100	248	100												
Hispanic	2	2	2	2	149	1	2	100	2	100	147	99	2	100	2	100	147	99												
Caucasian/White	100	94	100	94	13438	94	100	100	100	100	13353	100	100	100	100	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	15	14	15	14	2518	18	15	100	15	100	2479	99	15	100	15	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	19	18	19	18	5335	37	19	100	19	100	5277	99	19	100	19	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	93	88	93	88	11613	81	93	88	93	88	11626	81												
Identified disability (PET/IEP)	3	3	3	3	373	3	3	3	3	3	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	1	1	1	1	149	1	1	1	1	1	150	1												
Participation with accommodations	11	10	11	10	2451	17	11	10	11	10	2446	17												
Identified disability (PET/IEP)	10	91	10	91	1909	78	10	91	10	91	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	1	9	1	9	85	3	1	9	1	9	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	2	2	2	2	197	1	2	2	2	2	196	1												
Identified disability (PET/IEP)	2	100	2	100	197	100	2	100	2	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	16	13	16	13	1176	8
	2006-2007	16	16	16	16	1132	8
	2007-2008	27	26	27	26	1817	13
	Cum. Total*	59	18	59	18	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	66	55	66	54	7612	51
	2006-2007	53	53	53	53	8127	57
	2007-2008	70	67	70	67	8072	57
	Cum. Total*	189	58	189	58	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	33	27	33	27	4080	27
	2006-2007	19	19	19	19	3549	25
	2007-2008	6	6	6	6	3194	23
	Cum. Total*	58	18	58	18	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	6	5	7	6	2005	13
	2006-2007	12	12	12	12	1478	10
	2007-2008	1	1	1	1	981	7
	Cum. Total*	19	6	20	6	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	38.0	67.9	38.0	67.9	32.7	58.4
Literary Text	28	50	19.0	67.9	19.0	67.9	16.3	58.2
Informational Text	28	50	19.0	67.9	19.0	67.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	104	27	26	70	67	6	6	1	1	655	104	26	67	6	1	655	14064	13	57	23	7	648
Ethnicity																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	2										2						247	16	60	20	4	650
Hispanic	2										2						145	8	45	34	14	643
Caucasian/White	98	27	28	65	66	5	5	1	1	655	98	28	66	5	1	655	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	9	69	3	23	1	8	644	13	0	69	23	8	644	2282	2	29	42	27	636
No	91	27	30	61	67	3	3	0	0	657	91	30	67	3	0	657	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	104	27	26	70	67	6	6	1	1	655	104	26	67	6	1	655	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	18	3	17	13	72	2	11	0	0	653	18	17	72	11	0	653	5153	6	51	31	12	643
No	86	24	28	57	66	4	5	1	1	655	86	28	66	5	1	655	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	104	27	26	70	67	6	6	1	1	655	104	26	67	6	1	655	14057	13	57	23	7	648
Gender																						
Female	62	12	19	46	74	3	5	1	2	654	62	19	74	5	2	654	6967	16	59	20	5	650
Male	42	15	36	24	57	3	7	0	0	656	42	36	57	7	0	656	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	104	27	26	70	67	6	6	1	1	655	104	26	67	6	1	655	12878	14	59	21	7	648
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	662	5	60	40	0	0	662	557	50	48	2	0	661
No	99	24	24	68	69	6	6	1	1	655	99	24	69	6	1	655	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N														%
How much homework do you do on school nights?																							
A. none	1	0	0	1	100	0	0	0	0	652	1	0	100	0	0	652	6	7	43	30	20	641	
B. less than one hour	52	15	28	35	65	4	7	0	0	655	52	28	65	7	0	655	56	13	58	23	6	648	
C. one to two hours	41	10	24	30	71	2	5	0	0	656	41	24	71	5	0	656	34	15	60	20	5	649	
D. more than two hours	6	2	33	4	67	0	0	0	0	656	6	33	67	0	0	656	3	9	46	29	16	643	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	59	24	39	35	57	2	3	0	0	658	59	39	57	3	0	658	40	17	60	19	5	650	
B. They match some of what I have learned.	37	3	8	31	82	4	11	0	0	652	37	8	82	11	0	652	48	12	59	23	6	648	
C. They match just a little of what I have learned.	3	0	0	3	100	0	0	0	0	649	3	0	100	0	0	649	9	7	45	34	15	643	
D. There is no match.	1	0	0	1	100	0	0	0	0	650	1	0	100	0	0	650	3	3	31	37	29	637	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	32	14	42	17	52	2	6	0	0	658	32	42	52	6	0	658	28	26	58	11	4	653	
B. good	53	13	24	38	69	4	7	0	0	655	53	24	69	7	0	655	54	9	61	24	6	647	
C. fair	12	0	0	12	100	0	0	0	0	653	12	0	100	0	0	653	16	3	48	37	13	642	
D. poor	3	0	0	3	100	0	0	0	0	647	3	0	100	0	0	647	2	1	37	39	23	637	
How difficult was the reading part of this test?																							
A. harder than my regular schoolwork	13	3	23	10	77	0	0	0	0	657	13	23	77	0	0	657	15	10	48	27	15	644	
B. about the same as my regular schoolwork	78	20	25	54	68	6	8	0	0	655	78	25	68	8	0	655	66	13	59	22	5	649	
C. easier than my regular schoolwork	10	4	40	6	60	0	0	0	0	655	10	40	60	0	0	655	18	15	58	20	7	649	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	7	1	14	6	86	0	0	0	0	654	7	14	86	0	0	654	9	2	37	37	23	638	
B. Most of the passages were about the same as what I normally read.	66	15	22	48	72	4	6	0	0	655	66	22	72	6	0	655	54	9	59	26	6	647	
C. Most of the passages were easier than what I normally read.	27	11	41	14	52	2	7	0	0	658	27	41	52	7	0	658	36	21	60	15	4	652	
How hard did you try on the reading part of this test?																							
A. I tried harder on this test than I do on my regular schoolwork.	42	13	30	26	60	4	9	0	0	655	42	30	60	9	0	655	46	13	56	24	7	648	
B. I tried about the same as I do on my regular schoolwork.	57	14	24	42	72	2	3	0	0	656	57	24	72	3	0	656	50	14	60	21	6	649	
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	650	1	0	100	0	0	650	3	5	46	30	20	641	
How much time do you spend reading at home each day?																							
A. more than one hour	16	7	44	8	50	1	6	0	0	660	16	44	50	6	0	660	19	19	58	17	6	651	
B. 20 minutes to an hour	62	17	27	44	69	3	5	0	0	656	62	27	69	5	0	656	51	15	60	20	5	649	
C. less than 20 minutes	16	2	13	12	75	2	13	0	0	651	16	13	75	13	0	651	12	9	56	26	9	646	
D. I rarely read at home.	7	1	14	6	86	0	0	0	0	653	7	14	86	0	0	653	18	4	50	34	13	643	
Optional school/SAU question																							
A.	100	0	0	0	0	1	100	0	0	634	100	0	0	100	0	634							
B.	0										0												
C.	0										0												
D.	0										0												

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	19	16	19	16	1463	10
	2006-2007	27	27	27	27	2092	15
	2007-2008	27	26	27	26	1474	10
	Cum. Total*	73	22	73	22	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	50	41	50	41	5914	40
	2006-2007	38	38	38	38	5731	40
	2007-2008	58	56	58	56	6008	43
	Cum. Total*	146	45	146	45	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	36	30	36	30	4494	30
	2006-2007	18	18	18	18	4175	29
	2007-2008	17	16	17	16	4244	30
	Cum. Total*	71	22	71	22	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	16	13	17	14	3014	20
	2006-2007	17	17	17	17	2308	16
	2007-2008	2	2	2	2	2346	17
	Cum. Total*	35	11	36	11	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	12.6	66.3	12.6	66.3	9.6	50.5
Cluster 2: Shape and Size	15	27	10.0	66.7	10.0	66.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	5.1	72.9	5.1	72.9	4.2	60.0
Cluster 4: Patterns	15	27	9.0	60.0	9.0	60.0	7.5	50.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	104	27	26	58	56	17	16	2	2	653	104	26	56	16	2	653	14072	10	43	30	17	642
Ethnicity																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	2										2						247	13	50	25	13	646
Hispanic	2										2						145	9	32	34	25	638
Caucasian/White	98	26	27	54	55	16	16	2	2	653	98	27	55	16	2	653	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	6	46	5	38	2	15	635	13	0	46	38	15	635	2283	2	18	31	49	627
No	91	27	30	52	57	12	13	0	0	655	91	30	57	13	0	655	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	104	27	26	58	56	17	16	2	2	653	104	26	56	16	2	653	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	18	2	11	12	67	4	22	0	0	652	18	11	67	22	0	652	5160	4	34	36	26	636
No	86	25	29	46	53	13	15	2	2	653	86	29	53	15	2	653	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	104	27	26	58	56	17	16	2	2	653	104	26	56	16	2	653	14065	10	43	30	17	642
Gender																						
Female	62	9	15	38	61	13	21	2	3	649	62	15	61	21	3	649	6974	10	43	31	16	642
Male	42	18	43	20	48	4	10	0	0	659	42	43	48	10	0	659	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	104	27	26	58	56	17	16	2	2	653	104	26	56	16	2	653	12880	11	44	29	15	643
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	672	5	100	0	0	0	672	557	53	42	4	0	663
No	99	22	22	58	59	17	17	2	2	652	99	22	59	17	2	652	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	654	1	0	100	0	0	654	6	6	33	31	31	635
B. less than one hour	52	14	26	29	54	10	19	1	2	653	52	26	54	19	2	653	56	11	43	30	16	643
C. one to two hours	41	12	29	24	57	6	14	0	0	654	41	29	57	14	0	654	34	11	45	30	14	644
D. more than two hours	6	1	17	4	67	1	17	0	0	653	6	17	67	17	0	653	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	60	21	34	34	56	6	10	0	0	657	60	34	56	10	0	657	45	14	47	28	11	646
B. They match some of what I have learned.	32	4	12	18	55	10	30	1	3	647	32	12	55	30	3	647	43	8	43	33	17	641
C. They match just a little of what I have learned.	6	1	17	4	67	1	17	0	0	649	6	17	67	17	0	649	9	6	30	33	32	635
D. There is no match.	2	1	50	1	50	0	0	0	0	666	2	50	50	0	0	666	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	22	50	19	43	3	7	0	0	662	43	50	43	7	0	662	29	24	51	17	8	651
B. good	40	4	10	25	61	11	27	1	2	647	40	10	61	27	2	647	48	6	45	33	16	641
C. fair	15	0	0	12	80	3	20	0	0	644	15	0	80	20	0	644	19	1	29	42	28	634
D. poor	3	1	33	2	67	0	0	0	0	655	3	33	67	0	0	655	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	9	69	4	31	0	0	646	13	0	69	31	0	646	24	5	38	33	24	638
B. about the same as my regular schoolwork	75	19	25	44	57	13	17	1	1	653	75	25	57	17	1	653	62	9	45	31	14	643
C. easier than my regular schoolwork	12	7	58	5	42	0	0	0	0	664	12	58	42	0	0	664	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	43	8	18	25	57	10	23	1	2	650	43	18	57	23	2	650	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	55	19	33	31	54	7	12	0	0	656	55	33	54	12	0	656	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	2	100	0	0	0	0	652	2	0	100	0	0	652	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	40	8	20	28	68	5	12	0	0	654	40	20	68	12	0	654	17	8	39	30	22	639
B. two or three days a week	34	10	29	18	51	7	20	0	0	651	34	29	51	20	0	651	34	11	44	31	14	643
C. two or three times each month	17	5	28	8	44	5	28	0	0	653	17	28	44	28	0	653	31	12	44	29	15	644
D. never or almost never	9	4	44	4	44	0	0	1	11	658	9	44	44	0	11	658	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	33	2	67	0	0	642	3	0	33	67	0	642	11	11	37	29	23	641
B. two or three days a week	28	7	24	15	52	7	24	0	0	651	28	24	52	24	0	651	32	11	44	30	15	643
C. two or three times each month	44	10	22	30	67	5	11	0	0	655	44	22	67	11	0	655	32	11	45	30	15	643
D. never or almost never	25	10	40	11	44	3	12	1	4	655	25	40	44	12	4	655	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	1	25	1	25	1	25	1	25	645	4	25	25	25	25	645	7	6	29	33	32	635
B. 30–45 minutes	8	0	0	5	63	3	38	0	0	642	8	0	63	38	0	642	37	8	39	34	20	640
C. 45–60 minutes	33	8	24	20	59	6	18	0	0	653	33	24	59	18	0	653	42	13	47	28	12	645
D. more than 60 minutes	55	18	32	32	56	7	12	0	0	656	55	32	56	12	0	656	15	12	46	27	15	644
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	638	100	0	0	100	0	638						
B.	0										0											
C.	0										0											
D.	0										0											